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ABSTRACT

This report is one in a series of publications that comprise the initial phase for PROJECT DESIGN, an ESEA Title III project administered by the Fresno City Unified School District. The purpose of this study was to determine if the students in the district have the opportunity to be involved in a developmental, comprehensive, cocurricular program. Such a program includes student control, student body organizations, student council, club programs, social activities, and athletics. Elementary, intermediate, and high school levels were investigated to determine if students had motivational opportunities for self-direction and development with guidance and assistance. Student surveys were made at all three grade levels. Oral interviews were conducted with the Director of Activities at each school. Written surveys were distributed to the building principal, persons in charge of activity programs, and financial advisors. The major conclusion is that schools at all levels are involved in the cocurricular activities program, meeting most of the various needs of the district's student population. (Author/DE)

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EDUCATIONAL NEEDS

22. STUDENT PERSONNEL

FRESNO, 1968

ED038761

FRESNO CITY UNIFIED SCHOOL DISTRICT

1968

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F O R E W O R D

PROJECT DESIGN (Inter-Agency Planning for Urban Educational Needs) was organized as a two-year project to develop a comprehensive long-range master plan of education for the Fresno City Unified School District in California.

This project was conceived by school leadership to bring under one umbrella current major problems of the schools, the relationship of the schools to the broader community, the impact of educational change now occurring throughout the nation, and a fresh view of the educational needs, goals and aspirations of our youth and adults. The ultimate purpose of the project is to weld into an integrated plan the best use of available resources to meet the totality of current and projected needs according to their rational priorities.

The United States Office of Education funded the proposal as an exemplary Title III project, recognizing the urgency for developing better planning processes for urban school systems. The first year of this project was organized to assess current and projected educational needs in the urban area served by the Fresno City Schools. Planning procedures will be carried out in the second project year.

A major dimension of the Needs Assessment is an analysis of educational and urban factors by a Task Force of specialists. This report is one of the Task Force Needs Assessment publication series. See the next page for the complete list of project Needs Assessment publications.

PROJECT DESIGN

NEEDS ASSESSMENT PUBLICATIONS

1. Brainstorm - Needs Perceived by School Staff
2. Speak-Up - Needs Perceived by Community
3. Student Speak-Up - Needs Perceived by Secondary Students
4. School Staffing
5. Analysis of Achievement
6. Problems Perceived by Educational Leadership

County Schools Survey

7. Vocational Occupational Needs Survey (published by County Regional Planning and Evaluation Center - EDICT)
8. Other County School Needs Survey Reports (by EDICT)
9. Other County School Needs Survey Reports (by EDICT)

TASK FORCE

Educational Content Fields

10. Reading
11. Language
12. Mathematics
13. Science
14. Foreign Language
15. Cultural Arts
16. Social Science
17. Physical Education

Other Educational Areas

18. Teaching/Learning Process
19. Special Education
20. Guidance
21. Health
22. Student Personnel
23. Adult Education
24. Vocational Education

Urban Physical Factors

25. Urban Physical Factors

Urban Social and Human Factors

26. Relevance and Quality of Education for Minorities
27. Special Needs of Mexican-Americans
28. Special Needs of Negroes

29. Conclusions from Needs Assessment Publications
30. Summary - Fresno Educational Needs Assessment
31. The Process of Educational Planning

22. STUDENT PERSONNEL

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INITIAL CHARGE

The task accepted by this team was to identify if the students in the Fresno City Unified School District have the opportunity to be involved in a developmental, comprehensive, co-curricular program. The program includes student control, student body organizations, student council, club program, social acitivities and athletics. All levels were investigated; elementary, intermediate, and high school to determine if students had motivational opportunities for self-direction and development with guidance and assistance regarding leadership, creativeness and positive values.

EXPERIMENTAL DESIGN

Student surveys were made at all three grade levels. The elementary schools survey represented a cross-section of the city's elementary schools. Ten students at each elementary school and the building principal were surveyed. On the junior high level all junior high schools in the district were surveyed. Twenty students at each school and the building principal were surveyed. On the secondary level all six high schools were visited by the team.

Oral interviews were conducted with the Director of Activities at each school. Written surveys were designed and distributed to the building principal, to the person or persons in charge of the activity program at their particular school and to the financial advisor.

Two surveys were to the students, one pertaining to all aspects of the co-curricular program and the other was specifically designed for the club programs. Also used were the many written comments students made relative to the total co-curricular program.

A total of 145 students were surveyed at each school.

MAJOR CONCLUSIONS

The total assessment as borne out by the visitations, oral interviews, surveys, and comments both written and oral by students, teachers and administrators show that the elementary, junior high and secondary schools are involved in the co-curricular (activities) program, meeting most of the various needs of the Fresno City School District's student population.

On the elementary and junior high levels there is a need to be constantly involved in assessment and re-designing of the activity program so that the students become and continue to be self-directional and motivated. Efforts must be made to develop varied interest activities and encourage student participation involving them in decision making.

On the secondary level there is a need to improve the avenues of communication between administration, faculty and students; allow the student council to make decisions in their area of responsibility, allow the student council (Leadership Class) to meet daily during a regular period during the school day; evaluate and examine the present club structure; and encourage students to support their school.

Further conclusions will be identified in the Project Needs Assessment Report in the next section.

CLASSIFICATION MATRIX OF NEEDS
ELEMENTARY

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
1. Organization of student government a. Students need guide lines and directions	1. Student Surveys Principal Surveys	1. Student in primary and elementary needs to develop self-direction and responsibility
2. Communication to student population a. Assemblies b. Written communication c. Oral		2. Students need to be informed of all activities and information pertinent to the organization of their school
3. Opportunity to be involved in activities a. as a participant b. as a spectator		3. Students need to develop an appreciation, understanding and importance of all types of activities as part of learning process
4. Teacher interest in activities is an important requisite in developing and implementing activity program		4. Student needs direction, support, encouragement, motivation, examples, and commendation from adults

CLASSIFICATION MATRIX OF NEEDS
ELEMENTARY

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT	VII. PARENTS IN IN HOMES	VIII. LEADERS IN COMMUNITY
1. <u>Teacher</u> Motivation Encouragement <u>Class</u> Opportunities	1. <u>School</u> Recognition Involvement Importance <u>Administration</u> Motivation Encouragement	1. Interest	1. Transportation Encouragement Interest	1. Recognition
2. <u>Teacher</u> A. Importance of good communication B. Understand channels of communication. Class developing comm. skills.	2. <u>School</u> Create climate A good communication system. <u>Administration</u> Encourage student communication with teachers and administration	2. (None)	2. (None)	2. (None)
3. <u>Teacher</u> Encourage the development of varied interests in various activities	3. <u>Administration</u> Encourage the development of a co-curricular comprehensive program	3. Provide: Time Space Facilities Finance	3. Encouragement	3. Recognition
4. (None)	4. <u>Administration</u> provide teacher involvement in direct-activity program. ing an evaluation activity program	4. Board policy regarding elementary		4. Recognition of teacher interest.

CLASSIFICATION MATRIX OF NEEDS
ELEMENTARY

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
5. Good activities essential in the development of life long interest in education		5. Student at an early age needs to begin to develop concept of life long learning
6. The development of interest groups to meet individual needs		6. Students need to begin to identify interest and develop a value system
7. Opportunities to meet, work, and play with all types of children from all backgrounds		7. Students need contact with many children for people are one's greatest asset. Through this contact evolve roles of leadership, decision - making and evaluation

CLASSIFICATION MATRIX OF NEEDS
ELEMENTARY

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
5. Good teaching is an important pre-requisite to the development of concepts of life long learning.	5. Encouragement Interest	5. Development of district's objective goals	5. Encouragement Support	5. Recognition
6. (None)	6. Need to provide varied opportunities and experience	6. Support Assistance	6. The develop- of a comprehensive program providing varied interests	6. (None)
7. Teachers Provide opportunities and experiences that lead to greater understanding of our fellow man	7. (None)	7. District	7. Shared responsibility with school, home, and community organization	7. (None)

CLASSIFICATION MATRIX OF NEEDS
JUNIOR HIGH

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
1. Provide for the development of and participation in student government	1. Student survey Principal survey	1. Students need to continue their involvement in the activity program
2. Student government must be a developmental program		2. Students need to understand concepts of the developmental process
3. Communication system		3. Students need to improve and develop communication systems
4. Opportunity to develop varied interests		4. Students need opportunity to be involved and participate in various types of activities

CLASSIFICATION MATRIX OF NEEDS
JUNIOR HIGH

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
1. Teachers Continue their support, involvement, and encouragement. Class The activities program must be an integral part of the total curriculum	1. (None)	1. (None)	1. Encourage participation	1. Recognize and provide opportunity for meaningful experience
2. Realistic, vital, meaningful experience must be provided for student involvement	2. Teacher time to provide opportunity and experience	2. Support, recognize value of program	2. Cooperate and participate in development of program	2. (None)
3. Use all methods to assist student in the understanding and development of a good communication system	3. Set example of a good communication system	3. (None)	3. (None)	3. (None)
4. Encourage, support and provide opportunities	4. Make facilities and teacher time available to sponsor activities		4. (None)	4. Assist school in developing comprehensive activities program

CLASSIFICATION MATRIX OF NEEDS
JUNIOR HIGH

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
5. Participation is a very important ingredient to a successful activity program		5. Student needs an opportunity to participate if he is to develop a value system
6. Activity program must not be one that limits certain students		6. Students need to comprehend the scope of activity program
7. Assemblies Develop cohesive communication systems and develop varied interests		7. Students need time to meet as a group
8. Review and evaluate and revise rules and regulations regarding participation by students		8. Students need to be involved in the development and evaluation of activity of participation standards
9. Students must feel their attributes, efforts and interest for their school are important and appreciated		9. Students need the continued support and interest of teachers and administration beyond their contribution to their school

CLASSIFICATION MATRIX OF NEEDS
JUNIOR HIGH

IV. TEACHERS IN CLASSROOMS	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
5. Encourage, support participation in school activities	5. (None)	5. (None)	5. (None)	5. (None)
6. (None)	6. Provide direction and assistance in the development of objectives and goals.	6. (None)	6. (None)	6. (None)
7. Teachers assist in the development of varied assembly programs	7. Provide time for assemblies	7. Encourage and support assembly program	7. (None)	7. Encourage support participation in school assemblies
8. Do not mandate rules and standards	8. Provide opportunities for students participation in development of standards that pertain to their activities	8. (None)	8. Encourage student involvement	8. (None)
				9. Continued support and recognition

CLASSIFICATION MATRIX OF NEEDS
JUNIOR HIGH

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER OF NEEDS
10. Finance and business dealings must be given consideration in activities program		10. Students need to comprehend, plan, develop best use for their money
11. Leadership, creativeness, decision making, self-development roles must be afforded by the teacher, class, community, and home, school and district		11. Students need to understand the various developmental roles and their importance regarding the life long learning process

CLASSIFICATION MATRIX OF NEEDS
JUNIOR HIGH

IV. TEACHERS IN CLASSROOMS	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
10. (None)	10. Assist in developing concept that student money must be used for good of all students. Money (admission) must not be prerequisite participation	10. (None)	10. (None)	10. (None)
11. Provide opportunity experiments for student involvement	11. (None)	11. Encourage, support school administration, and teachers	11. (None)	11. (None)

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
The activity field encompasses the co-curricular program and refers to all school activities other than those that are a part of the academic program. It includes the athletic program, student council club program, and all of the voluntary student groups; dramatic, forensic, musical, artistic, political, literary, academic and journalistic, as well as service groups, human relations clubs and others. A successful program is one in which a high percentage of the students participate. Recommended goals and objectives to consider for the activity program on the secondary level are:	1. Observation of all secondary schools 2. Oral interviews with persons in charge of student activities 3. Surveys at secondary level: a. Principal b. Dir. of Activities c. Financial Advisor d. Students 1. Cross-setion (100) 2. Student Council (approx 25) 3. Clubs: a. Club President b. Officers c. Membership	
A. To develop good citizenship attitudes and practices 1. To provide for training and techniques of good citizenship	4. Written student comments 5. Co-Curricular and extra-curricular activities	A. 1a. A wider range of student representation needed in leadership positions; to receive training, experience and skills of good citizenship 1b. There is a need to provide a regularly scheduled period of time daily for training and experience in skills for leadership

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
A. la. Teachers need to encourage and build confidence in a wider range of students to run for and hold offices. All teachers should provide opportunities for students to practice skills of good citizenship	A. la. Provide in-service training for teachers in respect to teaching students skills of good citizenship	A. la. Develop a basic leadership course offering included in the secondary level	A. la. Practice democratic ideals and help students live as a good citizen at home	A. la. Service clubs in community support student service clubs on campus, e.g., Key Club, Kiwanis
lb. Teachers to help develop a leadership course to be part of the curriculum.	lb. Provide a teacher from the staff to teach a leadership class daily	lb. Provide for funds to add course to curriculum	lb. (None)	lb. (None)

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
2. Gaining practice in self-direction and management	6. CADA Survey of student activities in California, sponsored by Calif. Assoc. of Directors of Activity, 1964.	2a. Student representatives need to communicate to their constiuents (classes)
	7. Course Offering Information for secondary schools, Fresno City Unified School District, 1968	2b. Student council needs to be allowed to make more decisions on their own in their designated area of responsibility
	8. A financial concern for Edison High School Jan., 1967, Fresno	
	9. Materials from high schools: a. School conduct code b. Student government outline c. Code of ethics (District Standards of conduct) d. Club forms e. Activity forms f. Petitions for elections g. Student body constitution h. Class constitution i. Student handbooks	2c. Chartering of clubs on campus needs to be done by student council 2d. Students need to be more directly involved in arranging of assemblies

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
2a. Allow time and encourage student representatives to report back to home rooms action taken in Student Council	2a. Encourage teachers to have student representatives report back to home rooms about student council	2a. (None)	2a. (None)	2a. Professional (leaders) people from the community might be considered as resource people to this class
2b. Need to advise students in activities Student Council and clubs, but not make all their decisions	2b. Student council needs to know the limits of their authority. Once the limits are defined, allow them to make decisions in their area	2b. (None)	2b. (None)	2b. Community may have some programs they would share at the school levels
2c. Director of Activity to assign club sponsors	2c. Principal to support Director of Activities assignments of club sponsors	2c. (None)	2c. (None)	2c. (None)
2d. Allow more student participation in selecting assemblies	2d. (None)	2d. (None)	2d. (None)	2d. (None)

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
3. Accepting responsibility	j. Student court procedure k. Club information l. Organizational chart of student activities m. Service point schedule n. Activity schedule o. Activity plan and management form p. Student activity roster q. Rules and requirements for pep groups	3a. Students need to accept more responsibility for their own programs
	10. Accountant's Report and Financial Statements, June 30, 1967	3b. Student council needs to accept responsibility and control of club program, orientation of, chartering and evaluation
	11. EDICT Educational Needs Survey, Fresno,2/68	
	12. Project Design - Task Force Introductory Study Data, Fresno, 1968	
	13. Project Design - Brainstorm Fresno, 1968	3c. <u>The Student Body</u> needs to be made aware that they have to make a considerable effort monentarily-wise to have a successful activity program

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

IV. TEACHERS IN CLASSROOMS	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
3a. Give students more responsibility in selecting type, planning, implementing and evaluation of their own programs.	3a. Hold student council and student body responsibility for the actions and programs	3a. Allow students an opportunity to operate their own student store under district control and keep the revenue for their ASB	3a. Parents should be informed that the activity program should be self-sustaining	3a. (None)
3b. Club sponsors to help plan with student council on an over-all philosophy for clubs orientation for new students and evaluation program	3b. Provide facility and time convenient to student council members and club sponsors to meet to set up over-all club objectives	3b. Provide each student body at the secondary school enough copies monthly of the student body financial statement to be distributed to each student council member	3b. (None)	3b. (None)
3c. Communicate to students all that programs cost money and they may have to finance an over-all program	3c. Help students seek out new sources of revenue to support activity program - work with district to see if they won't pick up larger share of receipts	3c. (None)	3c. (None)	3c. (None)

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
		3d. There is a need for student store revenue to be directed into student body funds to help support student activities
		3e. There is a need for students to be made aware of the monthly financial report and expenditure made supporting an on-going active co-curricular program.
4. Teaching respect for constituted authority		
B. To promote good human relations 1. Individual and group student relationships		B. 1a. Minority group needs to be heard and allowed to become more involved in activities, sponsoring dances or mixing (concern at 2 schools)

CLASSIFICIATION MATRIX OF NEEDS
SENIOR HIGH

IV. TEACHERS IN CLASSROOMS	V. ADMINISTRATION IN SCHOOLS	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
3d. (None)	3d. Seek to have student store operated by student body for a project	3d. (None)	3d. (None)	3d. (None)
3e. (None)	3e. (None)	3e. (None)	3e. (None)	3e. (None)
B. 1a. Help build pride and respect for all ethnic groupings. Teacher needs to listen and encourage the minority groups so that they develop confidence	B. 1a. Need to recruit qualified teachers from different racial and ethnic backgrounds.	B. 1a. Intensify recruitment of qualified teachers and other district personnel of racial and ethnic backgrounds	B. 1a. Parents teach their children to be proud of their cultural heritage. Develop pride in ones self. Parents need to participate in PTA groups, neighborhood associations, and work cooperatively with the schools. Serve as chaperones on field trips, school dances	B. 1a. Work more closely with the schools -- might wish to serve as resource people.

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
		b. Control needed to limit same students from dominating pep unit, club, ASB positions
2. Student faculty relationships		2a. Students need more faculty support for their activities
		b. There is a need for administrators or those in authority working with students in the club program or student council to give their personal support to student projects

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

IV. TEACHERS IN CLASSROOMS	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
b. Some system agreed upon by students and faculty to limit the number of activities in which a student may participate in or hold office	b. Needs to develop a philosophy supporting limiting the number of activities students participate in.	b. (None)	b. (None)	b. (None)
2a. Need to show a greater interest and enthusiasm in support of the co-curricular program	2a. Needs to become more involved in and supportive of student activities	2a. Need to provide funds for staffing each school with a person to be directly in charge of the total activity program	2a. (None)	2a. (None)
b. There is a great need for one person at each school to coordinate all student activities, master calendar, communications, finances and student store	b. Need to organize school plant to include a full-time person in charge of activities	b. (None)	b. (None)	b. (None)

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
		c. Need to know there is one person who will need to know about all phases of the total activity program - master calendar, communications, finances and student store
3. School - community relationships		3a. A greater effort needs to be made on behalf of both parents and faculty members to work more closely and together on behalf of students
4. More and better communication		4a. There is an over-all need for improved communication between students and faculty and Board of Education, students and student council, student clubs, inter-school student communication, students and administration, minority ethnic groups and majority of student body

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
c. (None)	c. (None)	c. (None)	c. (None)	c. (None)
3a. A need for better faculty-parent relationships	3a. A need to coordinate a more comprehensive program involving faculty-parent group	3a. (None)	3a. Parents need to work more closely; with the faculty	3a. (None)
4a. Students need to be informed through all medias by the faculty. Students need to hear bulletin read daily and all special bulletins	4a. To develop a procedure at each school to improve communication between the student body and the Board of Education	4a. (None)	4a. (None)	4a. (None)

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
b. Student council advisor or director of activity needs to provide minutes of student council business and action to be distributed in all classrooms and other student focal points	b. Administrative staff should make a greater effort to attend a number of student council class or club meetings throughout the year	b. (None)	b. (None)	b. (None)
c. Teachers sponsoring clubs and classes need to allow discussion groups or panels to bring the minority viewpoint into focus in a controlled situation	c. Need to encourage students and teachers to bring prominent qualified individuals from the community into their classrooms, club meetings, and assemblies	c. (None)	c. (None)	c. (None)
d. Advisor of student council needs to prepare with students guidelines for a total club program regarding philosophy, organization and evaluation	d. Need to allow advisor time to develop and implement plan of action for clubs.	d. (None)	d. (None)	d. (None)

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOL	VI.. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
e. Advisors from all schools need to coordinate efforts regarding their student bodies	e. Need to allow student advisors time for planning and carrying out inter-school functions and communications	e. (None)	e. (None)	e. (None)

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
C. To promote the general welfare of the school 1. Develop and maintain good school spirit		C. 1a. A need for better-planned and more rallies and assemblies
		b. A need for including students in establishing dress code standards
		c. Student council needs to be controlling authority in establishing rules and regulations (eligibility requirements) regarding pep units
		d. A need for activities that will interest a large percentage of the student body

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
C. 1a. Teachers need to advise, find resources for and help students regarding rallies and assemblies	C. 1a. Need to allow more time and free facilities so that they may be used for rallies and assemblies	C. 1a. (None)	C. 1a. (None)	C. 1a. (None)
b. Student's views regarding dress code should be considered by teachers in classrooms.	b. Administration needs to consider faculty and student views regarding dress code	b. (None)	b. Parents need to be informed and perhaps be involved in the establishing of a student dress code	b. Church and civic organizations might emphasize dress standards
c. A need to accept student decisions in their areas of responsibility such as setting up eligibility requirements for pep units	c. (None)	c. (None)	c. (None)	c. (None)
d. Involvement with student's brainstorming seeking acceptable activities that would interest a large percentage of students	d. (None)	d. (None)	d. (None)	d. (None)

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
C. 2. To provide a forum for student voices and opinions to be expressed and heard		C. 2a. Student councils need to meet on a more regular basis so that the student body's wishes may be heard
		b. Student council meetings need to be open to all student body members.
		c. Student council needs to represent all segments of the student body
3. To uphold school traditions		3a. (None)

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

IV. TEACHERS IN CLASSROOM	V. ADMINISTRATION IN SCHOOL	VI. MANAGERS OF DISTRICT	VII. PARENTS IN HOME	VIII. LEADERS IN COMMUNITY
2a. Need to inform all students that student council meetings are open to the student body as a whole	2a. Advisor needs to be made available to meet daily	2a. (None)	2a. (None)	2a. (None)
b. A need to encourage students from all groups how to follow the democratic procedures at their school in order to be heard and/or represented	b. Need to provide facility to hold student council meetings that are large enough	b. (None)	b. (None)	b. (None)
c. (None)	c. (None)	c. (None)	c. (None)	c. (None)
C. 3a. Club sponsors and directors of activities need to work more closely together with inter-club council in order to be more effective in solving school problems	C. 3a. (None)	C. 3a. (None)	C. 3a. (None)	C. 3a. (None)

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
C. 4. To help solve problems that arise in the school		C. 4. There is a need to use the inter-club council and the Student Council more effectively in solving school problems
C. 5. To provide organized services for students and faculty		
C. 6. To continually assess and evaluate student needs in the activity program		C. 6. Students need to be directed to evaluate their activities continually
D. To contribute to the total educational growth of the students		
1. To help each student find a place in the school by providing climate conducive to the physical, social and moral development of every student		D. 1. There may be a need to have more activities scheduled throughout the daily schedule

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

IV. TEACHER IN CLASSROOM	V. ADMINISTRATION IN SCHOOL	VII. MANAGERS OF DISTRICT	VII. PARENT IN HOME	VIII. LEADERS IN COMMUNITY
C. 4. Club class sponsors need to work closely with director of activity in evaluating the club program continually	C. 4. (None)	C. 4. (None)	C. 4. (None)	C. 4. (None)
C. 5. (None)	C. 5. (None)	C. 5. (None)	C. 5. (None)	C. 5. (None)
C. 5. (None)	C. 6. (None)	C. 6. (None)	C. 6. Parents need to evaluate their roles when they share in a student activity	C. 6. (None)
D. 1. Need to be flexible in granting students opportunities to participate in scheduled activities that may occur during the school day	D. 1. Need to allow certain activities to be scheduled during the school day	D. 1. (None)	D. 1. Parents need to be informed that some activities are part of the regular school day	D. 1.(None)

CLASSIFICATION MATRIX OF NEEDS
SENIOR HIGH

I. SOCIETAL STANDARDS	II. ASSESSMENT DATA	III. LEARNER NEEDS
D. 2. To promote scholarship and help improve the quality of their own education		
D. 3. To provide learning experiences for young people through the solution of problems which are of interest and genuine concern to them		D. 3a. See needs assessment in A 1,2.
		b. Students need a variety of activitives to provide learning experiences that will provide them with problems they should be able to solve

HISTORICAL DETAIL

As a civilization organizes and supports an educational system it tends to improve and perpetuate itself by training and educating individuals for membership in that culture. Active membership in most societies is called "citizenship" and citizenship is a primary function of education. We believe the purposes of education in a democracy to be that of qualifying citizens to lead the fullest and most useful lives possible.

The philosophy of student participation is as old as mankind. It has come down to use from many sources and has existed in many forms. It has been and still is:

Student exploitation and manipulation
Administrative convenience
Learning enrichment experience
Value finder
Educational vehicle
Self-government

And as a person begins to examine each school system, some of the above may be found or a combination of them all. Since the days of Sparta in ancient Greece, students policed their own quarter and supervised themselves. With the beginning of the twentieth century, we have seen student government and student participation in co-curricular programs emerge as a strong force and a vital part of education, particularly on the secondary level. The philosophical and historical background of the democractic way of life must come from the classroom. However, to promote and develop this democracy as a way of life and provide experiences and training in democratic citizenship and leadership, is the essential reason for a well-organized and consistent activity program. The co-curricular program may be thought of as the workshop for good citizenship, democratic living and for training in critical thinking.

Today 80% of American secondary schools have student councils (or similar bodies) and many elementary and junior highs have some form of student government. According to the California Association of Directors of Activity Survey in 1963, the student activities program was administered by a vice principal or director of student activities in three-fourths of the secondary schools in California. The favorable passage of Senate Bill I should undoubtedly give local Boards of Education an opportunity to allow a further expansion of the co-curricular program in the elementary and junior high levels. This could be done by granting additional time in the curriculum and money in support of the program.

METHODOLOGY DETAIL

In making the selection of schools to be surveyed, consideration was given to ethnic groupings and socio-economic factors that make up the city. The following twenty-five elementary schools were surveyed:

Calwa	Kirk	Wolters	Wishon	Roeding
Emerson	Franklin	Birney	Manchester	Turner
Jefferson	Addams	Thomas	Powers	Lafayette
Webster	Lane	Ericson	Homan	Burroughs
Carver	Gibson	Bullard	Easterby	Jackson

Ten sixth grade students from each of these selected schools participated in answering the survey for a total of 250 students and 25 elementary school principals.

All junior high and secondary schools were surveyed. Twenty junior high students participated from each school for a total of 280 students and 14 junior high principals.

On the secondary level two surveys were given to the students, a survey to the building principal, one to the director of activities, and one to the financial advisor. At each high school one hundred student surveys were given to a cross-section of the student population. The same survey was also given to members of the student council or legislature, approximately twenty-five at each of the high schools.

An additional survey sampling was made of the schools' club program. Twenty students from each of the schools participated in this sampling. Students taking this survey were five club presidents, five students who were currently holding offices in a school club and ten students who were members of a club holding no office at that time.

A total of 840 students at the secondary level participated in the assessment by taking part in the survey. Of the 840 students, 43 were ninth graders (Edison High School, the only school having 9th graders); 167 tenth graders; 197 eleventh graders; 342 twelfth graders and ninety-three we were unable to identify as to grade level.

So far the total assessment of needs, 1370 students, representing all three grade levels in the district were polled.

In addition to the formal sampling taken by the team, approximately 150 secondary students took time to make written comments regarding the activity program in their schools.

Oral interviews were held with all the directors of activity at the secondary level.

In any program where there is an assessment of needs, it is almost an impossible task to cover all areas equally. Programs specifically dealing with student personnel, student control, club program, social activities and athletics certainly compound the assessment of needs.

Since this report is only based on learner needs other factors that may contribute positively or negatively to any limitations upon the total co-curricular program are not included in this assessment.

INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS
FROJECT DESIGN
SENIOR HIGH SCHOOL STUDENT SURVEY

% Response

Circle Your Grade Level: 10 11 12

MARK ONLY ONE RESPONSE TO EACH QUESTION

1. Do you feel that students in your school who want to join clubs can do so?

38 (1) All or nearly all students can join.
48 (2) A large percentage of students can join.
14 (3) Only a few students have the opportunity to join.

2. If some of the students could not join a club, what would probably be the reason?

12 (1) Inadequate time is allowed for club meetings.
12 (2) Too few clubs.
31 (3) Membership is too restrictive.
3 (4) Membership is too expensive.
42 (5) Students are so busy they do not have time to attend meetings

3. Can students who want to engage in sports, either intra-mural or inter-scholastic, do so?

36 (1) All or nearly all can participate.
46 (2) A large number of students can participate.
18 (3) Only a few students have opportunity to participate.

4. If students cannot participate in athletics, what are the most likely reasons?

1 (1) Not enough squads for the number of students wanting to participate.
16 (2) Eligibility rules are too strict.
13 (3) Transportation problems prohibit some students from participating.
3 (4) Too expensive.
57 (5) Students are cut off squads for lack of skill.

5. How do you feel about your assemblies?

35 (1) We have a sufficient number of assemblies of good quality.
40 (2) We need more assemblies.
25 (3) We have a sufficient number of assemblies but the quality is poor.

6. Do you feel that students in your school have ample opportunity to participate in making changes in student government activities and student body procedures?

19 (1) Most students have ample opportunity to participate.
18 (2) Quite a number can participate, but many are left out.
37 (3) Student government and activities are run by a few select students, most students having little chance to participate.
26 (4) Only popular students have opportunity to participate.

7. Which of the following ways are used to provide students a chance to participate in student government?

47 (1) Regular meetings of elected representatives - student council, courts, congress, etc.
17 (2) Discussion in homerooms or other specified classes.
12 (3) Discussion of issues in the school paper or bulletins.
6 (4) Discussion in assemblies.
17 (5) Election campaigns, campus clean-up campaigns, etc.

8. How do you think the faculty members feel about student participation in activities?

45 (1) Most faculty members think it is worthwhile and actively support activities.
46 (2) Some faculty members support activities and some don't.
4 (3) Most faculty members are opposed to, or retard progress in activities.
5 (4) Some faculty members feel a number of students participate too excessively in activities.

9. How would you rate your program for acquainting the new students (10th graders) with information about your school's activity and club program at the beginning of the year.

47 (1) A real effort is made to help students learn about the different clubs.
53 (2) No organized program of orientation is offered.

10. Do you feel free to discuss your school's problems regarding the activity program with your activity advisor or school administration?

59 (1) Yes
41 (2) No

11. Is the student council at your school given real help by the activity advisor or administrators in planning the activity program for the year.

43 (1) Yes, nearly all the time.
43 (2) Most of the time.
12 (3) Little of the time.
2 (4) Usually no

12. What is done by the Student Council or Clubs to orient new students entering after school opens?

40 (1) A real effort is made by the Student Council/or Clubs to help students learn their way around.

60 (2) No organized program of orientation is offered by the Student Council or Clubs.

13. How would you rate the job your activity advisor/advisors is doing in giving services you feel you need?

18 (1) Excellent
52 (2) Good
24 (3) Average
6 (4) Poor

14. Does your school offer all of the co-curricular activities that you would like to participate in at school?

55 (1) Yes
45 (2) No

15. Why do you think certain activities are not offered?

47 (1) There is not enough student interest to make the activity successful.

26 (2) School authorities feel the subject does not belong in curriculum or co-curriculum.

10 (3) No classroom or adequate facility is available.

17 (4) No interested or qualified teacher on campus to sponsor the activity.

16. Does your school sell an Associated Student Body Card or Activity Card?

41 (1) Yes
59 (2) No

17. If your school sells an ASB card or Activity Card, how much do they charge?

18 (1) $2.00 - $3.00
8 (2) $3.00 - $4.00
(3) $4.00 - $5.00
(4) Over $5.00
74 (5) School provides card

18. In your opinion does the cost of the ASB/Activity Card keep students from attending or participating in student activities?

12 (1) Yes
34 (2) No
54 (3) Does not apply at our school.

19. Does your student council meet daily during the school day and carry credit towards graduation?

11 (1) Yes
38 (2) No
11 (3) Yes, it meets during school day but carries no class credit.
40 (4) Meets only occasionally during school time.

20. Does your school have a person (persons) to co-ordinate the activity program at your school?

80 (1) Yes
20 (2) No

21. Do the members of the Student Body know when and where the student council holds its meetings?

70 (1) Yes
30 (2) No

22. When student council meetings are publicized and held:

52 (1) Only student council members may attend.
25 (2) Any student may attend.
9 (3) Students other than members are discouraged from attending.
14 (4) Student Council members encourage members of the student body to attend.

23. In your opinion, do you feel your Student Council represents

34 (1) Only a select group of students.
22 (2) The majority group.
36 (3) All groups as fairly as possible.
8 (4) The minority Group

24. Which of the following statements most nearly describes the relationship between the school administration and the students?

25 (1) Most administrators permit students to conduct projects and activities but give little personal support.

29 (2) Most administrators seem to oppose giving students real authority in student government and activities.

46 (3) Most administrators regularly attend and actively support the student body to the limit of their time and energy.

25. Taking everything into consideration, how would you rate your school compared to other high schools? Consider especially the other high schools in your area.

50 (1) Our school is "tops."

24 (2) Our school is not the best but might be second or third.

17 (3) Our school is average.

9 (4) Our school does not compare very favorably with others in the area.

26. In your opinion, how many of your present teachers have made a real effort to help you understand the purposes and values of the co-curricular program at your school.

33 (1) One

28 (2) Two

19 (3) Three

9 (4) Four

11 (5) Five or more

27. Which of the following statements do you feel best describes the faculty?

40 (1) Most faculty members actively support students in the classwork and activities and try to help whenever possible.

50 (2) Some faculty members try to help in classwork and activities.

10 (3) Faculty members tend to be antagonistic to students.

28. Which of the following statements seems to describe the relationship between faculty and parents?

32 (1) Most teachers and parents work together to promote student activities and improve classwork.

47 (2) Most parents do not cooperate with the school in promoting student activities and improvement of classwork.

21 (3) Quite a few teachers seem to ignore the wishes, opinions and views of parents concerning education.

INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS
PROJECT DESIGN

SENIOR HIGH SCHOOL CLUB SURVEY

INDIVIDUAL RESPONSES

Circle Grade Level 10 11 12

1. Do you feel that students at your school may join clubs if they wish?

65 (1) All or nearly all students can join.
34 (2) A large percentage of students can join.
15 (3) Only a few students have the opportunity to join.

2. How often does your club hold meetings?

27 (1) Weekly
40 (2) Every two weeks
27 (3) Occasionally
18 (4) Only when problems arise or a club activity is scheduled.

3. Do the clubs at your school meet on a regular club schedule?

36 (1) No
8 (2) Yes at the beginning of the school day.
29 (3) Yes during the school day, a time period is for clubs.
32 (4) Yes at the end of the school day
32 (5) Other _____

4. If some of the students could not join a club, what would probably be the reason?

8 (1) Inadequate time is allowed for club meetings.
5 (2) Two few clubs
41 (3) Membership too restrictive
6 (4) Membership too expensive
55 (5) Students are so busy they do not have time to attend meetings.

5. Should you desire to form a new club on campus whom would you have to see?

14 (1) Your counselor
54 (2) Vice-Principal
15 (3) Faculty Group
12 (4) Student Council
26 (5) Other _____

6. Who controls the chartering of clubs on your school campus?

73 (1) Administration
22 (2) Student Council
16 (3) Faculty

7. How are club programs evaluated?

20 (1) By Club advisor
24 (2) By students in the club.
9 (3) By the Student Council
3 (4) By faculty group
59 (5) By some of the combined ways above

8. Does your school have an inter-club council in which common problems can be discussed?

Yes 54 No 52

9. How many major activities has your club been involved in this school year?

5 (1) None
49 (2) 1 - 3
32 (3) More than 3 but less than 6
24 (4) Over 6

10. How would you rate your school's club program?

21 (1) Excellent
52 (2) Good
40 (3) Average
4 (4) Poor

11. How does your club build its treasury for projects etc.

19 (1) Dues
6 (2) Sponsor dances
32 (3) Fund raiser (candy sale, etc)
66 (4) All of the above methods
3 (5) We don't have a need for money

12. In your opinion are there an adequate number of clubs on your campus to meet the interest and needs of students?

Yes 73 No 38

13. Approximately what portion of your student body activity participates in your school's club program?

18 (1) 50 - 99 students
8 (2) 100 - 149 students
7 (3) 150 - 199 students
15 (4) 200 - 249 students
58 (5) 250 - 300 students

14. When forming a new club on campus does the activity advisor help the club obtain a sponsor?

55 (1) Yes, he may recommend a few teachers for students to contact.
3 (2) Yes, he will assign a teacher to the club.
44 (3) No, clubs are responsible for obtaining their own sponsors.

15. How do you think faculty members feel about student clubs?

37 (1) They think it is a worthwhile program and support clubs.
25 (2) Some support the clubs but most do not.
44 (3) Most support the clubs but some do not.
3 (4) Most faculty members would like the club program to be removed from the total school program.

16. Is there a limit to the number of clubs a student may join?

(1) Yes 12
(2) No 100

17. Does each club sponsor or president on campus receive an updated club handbook annually?

(1) Yes 19
(2) No 89

18. Do you feel that your school's club program covers the following areas?

Club Headings	Yes	No
a. Vocal Music	(47)	(49)
b. Art	(90)	(19)
c. Drama	(88)	(11)
d. Lettermans	(90)	(8)
e. Boys Service	(70)	(25)
f. Girls Service	(76)	(20)
g. SCF (Honors)	(78)	(22)
h. Speech and Debate	( )	( )
i. Pep	(75)	(18)
j. Instrumental Music	(54)	(36)
k. Girls Athletics	(80)	(17)
l. Science	(67)	(24)
m. Business	(57)	(44)
n. Agriculture	(7)	(85)
o. Homemaking	(32)	(45)
p. Language	(76)	(24)
q. Girls League	(36)	(55)
r. Boys League	(35)	(53)

% Response

INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS
PROJECT DESIGN

SURVEY FOR JR. HIGH STUDENTS (Circle Grade Level 7, 8, 9)

1. Does your school have Student Government?

   Yes 99 No _____ I don't know 1

2. How many students participate in Student Government?

   5 7 10 15 15 15 20 9 25 7 More than 30 47

3. How do you know what Co-Curricular activities there are at your school?

   Written Bulletin 58 Teacher announcements 29
   Conversation with your friends 13.

4. Do you have clubs at your school?

   Many 22 Some 45 Few 31 None 2

5. Do you belong to any clubs?

   Many 3 Few 32 No 65

6. Can anyone belong to the clubs at your school?

   Yes 60 No 40

7. Do you have assemblies?

   Some 49 Many 37 Few 13 No 1

8. If you have assemblies do students participate?

   Many 72 Few 28 None less than 1%

9. Is there opportunity to participate in either intra-mural or inter-scholastic sports?

   Yes 89 No 1 Seldom 10 Never 0

10. If students do not participate in sport activities, what are some of the reasons?

    a. Eligibility rules too strict 10
    b. Transportation problems 15
    c. Too expensive 7
    d. Grades 34
    e. Not known 34

11. Do you have the opportunity to share your ideas about school problems with the administration?

Sometimes 35 Often 20 Never 27 Seldom 18

12. Does your school (administration and teachers) feel that student government is important?

Some do 53 None do 1 All do 46

13. Is your school a friendly school?

No 22 Yes 78

14. How many friends do you have at school?

Many 92 No 0 Few 8

15. Is there a charge for admission to school activities?

All activities 2
Some activities 85
None of the activities 13

16. Is the admission price to school activities a resonable charge?

Yes 74 No 26

17. How are decisions regarding student activities made?

By the students 7
Teachers and students 16
Administration and students 7
Administration/teachers/students 51
Administration and teachers 15

18. Do you like your school?

Yes 64 No 36 Explain: _____

See next page

19. Please share any information you would like about your school and the activities program. _____

See next page

COMMENTS ON QUESTION 18

I'm proud of my school because it is a very good one.
Because it's fun and friendly.
Too many fights.
It's well organized.
The teachers, programs, scheduling,clubs, etc.
It is too bad.

COMMENTS ON QUESTION 19

It should have more dances.
It should have more activities where the different grades are mixed so that the students would have a chance to meet others with a mutual interest.
We don't have enough activities in our school.
The teachers are nice and it offers a chance to join clubs.
I wish there were more activities for girls.
I would like to have baseball on Saturdays.
More and different kinds of activities at noon that girls canplay in and have and have more clubs at school. Have more assemblies.

INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS
PROJECT DESIGN

SURVEY FOR 6th GRADE ELEMENTARY STUDENTS

1. Does your school have Student Government?

   Yes 52 No 30 I don't know 18

2. Do you have Assemblies at your school?

   Some 53
   Few 20
   Many 24
   No 3

3. If you have assemblies do students participate?

   Many 69
   Few 31
   None less than 1%

4. Is there an intra-mural program?

   29 For all students
   60 For some students
   11 For a few students

5. Are the teachers interested in your activities?

   53 all teachers
   49 A few teachers
   less than 1% None of the teachers

6. Do you like your school?

   Yes 89 No 11
   Explain: It has more things that the other schools I have went to.
   I've been going here for six years.
   Because we have a clean school, good and sometimes a little bit dirty.
   We have a good principal and teachers.

7. Do you have clubs at your school?

   Many 8
   Some 21
   Few 23
   None 48

8. Do you have many friends at school?

Some 14
Many 80
Few 4
None 2

9. If you could change your school, what would you change?
I don't think anything should be changed. Larger play area and more things to play on.

I would cange the buildings and paint it all over. (replace them by new ones)

I would get a soccer team and a football team for the sixth graders.

I wouldn't change much, maybe some rules. More trees for shade.

10. Please write a short paragraph about your school.
It's a middle sized school. Everyone enjoys what they have to play with. The kids do complain once in a while. When we have a fire drill most of the time everyone go's out fine. We study about all subjects. We keep our school clean. When it starts getting papers on the grounds ,the principal reports it to the teachers.

Our school is alright. You have a lot of playground but few things you can do on it.

The kids are nice on the whole,but I think the rules are too strict and sometimes stupid:

1. [illegible]es about you can't take off your shoes when practising to track
2. That you can't have Frisby on school grounds, etc.

INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS
PROJECT DESIGN
SENIOR HIGH SCHOOL SURVEY

ACTIVITY DIRECTOR

Please answer Yes or No to the following statements:

Yes	No		
(6)	(0)	1.	Are you directly in charge of student government?
(5)	(1)	2.	Do you coordinate all clubs on campus?
(4)	(2)	3.	Are assemblies arranged by you?
(4)	(2)	4.	Do students arrange for some of the assembly programs?
(3)	(3)	5.	Do you use PTA parents as chaperones at dances or student activities?
(4)	(2)	6.	Do you handle and keep records for tickets and money for club and class dances?
(1)	(5)	7.	Are you responsible for tickets and money for athletic contests for your school?
(0)	(6)	8.	Does your student council meet daily?
(0)	(6)	9.	Do you have the responsibility for assigning club sponsors?
(2)	(4)	10.	At the end of the school year do you evaluate the clubs and club program?
(0)	(6)	11.	Are you responsible for maintaining the school's master calendar?
(0)	(6)	12.	If your school has a student store, is it your responsibility?
(6)	(0)	13.	Do you feel that those students in your school who wish to join a club can do so.
(4)	(2)	14.	Do you feel you have a sufficient number of assemblies of good quality?
(3)	(3)	15.	In your opinion do you think your faculty members support student activities.
(6)	(0)	16.	Are students allowed to see you during the school day to discuss the activity program?
(1)	(5)	17.	Is there any charge for a Student Body Card?
(0)	(5)	18.	Does your student body card admit the holder free into athletic contests (football/basket ball).
(5)	(1)	19.	When your athletic teams travel away from home, are rooter buses made available?
1 school has none (3)	(2)	20.	Do you have a limit to the number of sock hops per year?
(2)	(3)	21.	Are faculty members assigned to Sock Hops?
(0)	(5)	22.	Are people paid to attend Sock Hops (Chaperones?).
( )	( )	23.	Does your school have a fund raiser to earn money for the student body?
(2)	(4)	24.	Does the student body buy the athletic equipment and uniforms?
(2)	(3)	25.	Is there a charge by the district when the student body uses the athletic field for lights, cleaning, etc.
(2)	(4)	26.	Do you have a clerk or secretary assigned to help you do your job as activity director.

( )	(5)	27.	Does the student body receive the profits from the student store?
(3)	(3)	28.	Is your student store open daily on a regular schedule?
(4)	(2)	29.	Does your school have a student body office?
(6)	(0)	30.	Are your Assembly programs mandatory for students to attend.
(4)	(2)	31.	Has any minority group or club sponsored a dance at school during this year?

A short statement:

What do you feel is the greatest student need at your school in regards to the activity program? (Student Body Organization, Student Council, Clubs, Social activities, Athletics, etc.)

1. Need more participation in activities by more of the student body. Very few attend the overall activity program.

Bullard

2. To develop a student court that will be effective in dealing with student problems.

Hoover

3.Don't have time to adequately advise - Have to abandon Executive Council Jan., Feb., and March. In a large school the advisor should be full time, assuming some jobs now held by the vice-principal. Need an auditorium.

McLane

4. I feel the activities director should be a full time position in our school.

INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS
PROJECT DESIGN

(EDISON MISSING)

ACTIVITY DIRECTOR/FINANCIAL ADVISOR QUESTIONNAIRE

1. Are students involved in the following Student Body financial activities:

a. Student body financial budgets	Yes 3	No 2
b. Methods of accumulating revenue	Yes 4	No 1
c. Approval of cash disbursements	Yes 5	No 0
d. Bookkeeping procedures	Yes 0	No 4
e. Preparation and interpretation of Financial Statements	Yes 0	No 4

2. Did you receive assistance from the District level in the following financial areas:

a. Financial advice	Yes 4	No 1
b. Internal audit	Yes 4	No 1
c. Guidelines as to accounting procedure	Yes 5	No 0
d. Accounting and bookkeeping services	Yes 5	No 0
e. Supplies and materials	Yes 4	No 0
f. District standardization in financial matters	Yes 5	No 0

3. In your school are student body budgets prepared, approved and revised?

a. Tentative budget prepared	Yes 2	No 2
b. Approval of actual budget by:		
(1) Students	I	
(2) Advisors	I	
(3) Principal	IIII	
(4) District Office		
c. Revised	Yes 4	No 1
(1) Each month		
(2) Each Quarter		
(3) Each Semester		
(4) Once each school year	III	
(5) Never	I	
d. Are budget limits enforced?	Yes 4	No 1

4. What is the purpose of your school's surplus of funds in student body accounts?

a. Savings to earn interest	II
b. Special purpose funds	I
c. Money left over from normal operations	I
d. Safety reserve	I
e. Other NONE	

5. Are the following financial safeguards practiced at your school?

a. Are standard bookkeeping and procedures used	Yes 5 No ____
b. Are pre-numbered receipts and tickets used for revenue?	Yes 5 No ____
c. Are all student body and club financial transactions handled in a consistent manner by one student body agency?	Yes 5 No ____
d. Are bank deposits made in tact (before expenses are taken out)	Yes 4 No ____
e. Are bank deposits made promptly (once a day)?	Yes 3 No 2
f. Is a cash over and short account maintained and reviewed	Yes 2 No 3
g. Are bank statements reconciled with student body books	Yes 5 No ____
h. Are payments supported by invoices	Yes 5 No ____
i. Are checks used for cash disbursements?	Yes 5 No 1
j. Do checks require 2 signatures?	Yes 4 No 1
k. Is the petty cash fund controlled by vouchers?	Yes 2 No 1
l. On fund-raising activities do you know how much money is supposed to be received, as opposed to what is actually received	Yes 5 No ____
m. Are student equipment and merchandise inventory records maintained?	Yes 4 No ____
n. Are financial contracts approved by Student Government advisors and principal?	Yes 4 No 1
o. Are financial statements reviewed by Student Government advisors and principal.	Yes 4 No 1

INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS
PROJECT DESIGN

SURVEY FOR SENIOR HIGH SCHOOL PRINCIPALS

1. In light of the Board of Education's policy that "Co-curricular and extra-curricular activities authorized by the Board of Education are an integral part of the total educational program of the school system," which of the following statements would best express your school's position?

   A. (1) Co-curricular and extra-curricular activities are only to be scheduled outside of the school day.
   4 (2) Some co-curricular and extra-curricular activities may be scheduled inside of the school day.

   B. (1) Athletes participating in the sports program must take a regular P.E. class then go out to practice.
   3 (2) Athletes may take a regular sports class and this class is substituted for P.E.

2. How do you think your faculty feels about student participation in activities?

   2 (1) Most faculty members think it is worthwhile and actively support activities.
   2 (2) Some faculty members support activities and some don't.
   (3) Most faculty members are opposed to, or retard progress in activities.
   (4) Some faculty members feel a number of students participate too extensively in activities.

3. In your opinion, which of the following ways would provide the students at your school ample opportunity to participate in making changes in student government, activities and student body procedures?

   (1) Daily student council meeting time during the school day.
   (2) Regular student council meeting time before school.
   (3) Regular student council meeting time after school.
   4 (4) Regularly scheduled student council meetings bi-weekly during the school day.

4. Are students involved in student government given opportunity for? (Please rank in order of importance for your school)

   Decision making 1145
   Leadership roles 1223
   Creative roles 236
   Self development 2335
   Develop Communications skills 156
   Individual Motivation 446

5. In delegating responsibility for student financial activities to your subordinates what criteria do you consider:

3 (1) Interest in the financial aspects of student government
1 (2) Financial training and experience
(3) Time available to the individual or individuals

6. What is the purpose of your school's surplus of funds in student body accounts?

1 (1) Savings to earn interest
(2) Special purpose funds
2 (3) Money left over from normal operations
2 (4) Safety reserve
1 (5) Other_____

7. Did you receive assistance from the District level in the following financial areas:

1 (1) Financial advice
3 (2) Internal audit
3 (3) Guidelines as to accounting procedure
2 (4) Accounting and bookkeeping services
1 (5) Supplies and materials
3 (6) District standardization in financial matters

8. What is the purpose of the activities program at your school?

Only 2 principals answered this portion of survey
Encourage attendance
Practise responsibility in social situations

9. What are the strengths of your activities program?

10. What are the weaknesses and needs for improvement of your activities program? Not all students are interested.
Not enough student involvement

11. How are the students involved in activities encouraged to be self directional?

Decide activities for the school.
Encouraged to become involved.

INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS
PROJECT DESIGN

SURVEY FOR
JUNIOR HIGH SCHOOL PRINCIPALS

1. What is the purpose of the activities program at your school?
   a. Promote involvement in self government.
   b. Facilitate student involvement in the school.
   c. Allow students to develop in-depth study in certain subject areas.
   d. Learn method and functions of government.
   e. Promote a "team work" attitude.
   f. Gain avocational and vocational information.

2. What are the strengths of your activities program.

   a. Student involvement in campus activities.
   b. Student involvement in curriculum planning.
   c. Student planning, responsibility, and implementation of program.

3. What are the weaknesses and needs for improvement of your activities program.

   a. Limited number of students actively participating.
   b. Staff involvement limited - extra pay factor.
   c. Often the "in-group" holds control.
   d. "Bussed students" undera handicap for after school activities.

4. How are the students involved in activities? Encouraged to be self-directional?

   a. Staff encouragement
   b. Uxe of community to support student activities.
   c. An honest attempt to implement student decisions.

5. Are students involved in student government and given opportunity for

   Decision making 4
   Leadership roles 2
   Creative roles 5
   Self Development 3
   Development of Communications skills 1
   Individual Motivation 6

(Please rank in order of importance for your school)

INTERAGENCY PLANNING FOR URBAN EDUCATIONAL NEEDS
PROJECT DESIGN

SURVEY FOR ELEMENTARY SCHOOL PRINCIPALS

1. Do you have an activity program at your school?

Yes X No

2. What is the purpose of an activity program on the Elementary level.

I feel that the activities that we provide at our school such as chorus, orchestra, traffic patrol, field trips, assemblies, inter school games, class programs, jouralism club, participation in city-wide musical and civic affairs, and folk dancing provide enriching and enjoyable experiences that most students do not get at home or in the classroom. Children draw from these experiences and utilize them in their classroom work. Besides being motivating to the students these activities are excellent for public relationsa with the community. Activities add zest to an otherwise routine classroom schedule.

3. What problems do you foresee in developing an activity program, or are in the program already in effect.

The more traditional teachers seem to resent classtime used for some of these activities (actually, I believe the real reason is that they do not like their routine upset). Finding willing and capable leadership for activities is another problem. The key is to build an activity program around the talents and interests of the teachers and parents. Our P T A is very interested in field trips so we have no problem in organizing these.

TF 22- STUDENT PERSONNEL

MAJOR CONCLUSIONS IDENTIFIED BY PROJECT STAFF

TF 22- 1. Constant student, teacher, administrator, and parent involvement in assessment and redesign of activity program at the elementary and junior high levels is needed.

TF 22- 2. There is a need for a continued effort to develop varied interest activities for students.

TF 22- 3. Encourage student participation in activities by involving them in decision making.

TF 22- 4. Improve communication in the secondary schools between students, teachers and administrators.

TF 22- 5. Allow the student council (leadership class) to meet daily during a regular period during the school day.

TF 22- 6. Evaluate and examine the present club structure in the schools.

TF 22- 7. Encourage students to support their schools.

TF 22- 8. Courses in leadership are missing in the curriculum.

TF 22- 9. In-service training for teachers in citizenship skills is needed.

TF 22- 10. Identify the role of student councils.

TF 22- 11. Identify student revenue sources with student programs.

TF 22- 12. Minority group needs are not met in the present social activity program.

TF 22- 13. The same small group of students should not be allowed to dominate the activities program